



# Civics Task Force

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Session 2  
October 26, 2022



**RHODE  
ISLAND**

# Icebreaker

- In small groups share
  - Some of your reflections and takeaways from the last session.
  - What excites you about this work?
- Be ready to share 1 or 2 discussion items from your group.

# Who are your Facilitators?

- **Region 2 Comprehensive Center (R2CC) Staff**

- Kevin Perks
- Amaal Awadalla

- **RIDE Staff**

- Lisa Odom Villella, Deputy Commissioner for Instructional Programs
- Lisa Foehr, Chief, Teaching & Learning
- Dr. Phyllis Lynch, Director, Office of Instruction, Assessment & Curriculum
- Geralyn Ducady, Education Specialist, Humanities and Social Studies
- Maureen Dizon, Associate Chief of Staff
- Carolyn Fagan, Fellow

# Session Objectives

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- Participants will have a deeper understanding of RIDE's proposed expectations for what students should know and be able to do through civics education in the forthcoming K-12 curriculum framework.
- Participants will review models for incorporating student-led civics projects in curriculum and make recommendations.

# Purpose of the Task Force

## Task force members will develop and make recommendations on:

- The definition of civic readiness
- The Civic Literacy Act in practice: Implementation of a student-led civics project
- The Civic Literacy Act in practice: Strengthening civics within social studies instruction
- Methods and resources for students to engage in discussion and debate
- Hands-on instruction on voter registration
- LEA Recognition of Civic Readiness in Middle School
- LEA Recognition of Civic Readiness in High School

Rhode Island Civic Readiness Task Force Charge Checklist

<i>Task force members will develop and make recommendations on:</i>	<i>Task force members will use the following guiding questions to help generate recommendations:</i>
<input type="checkbox"/> The definition of civic readiness	<ul style="list-style-type: none"> <li>● What is civic readiness?</li> <li>● What knowledge, skills, experiences, and mindsets define a civic-ready student?</li> </ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Implementation of a student-led civics project	<ul style="list-style-type: none"> <li>● What are characteristics of a high-quality student-led civics project?</li> <li>● What does a student-led civics project look like in middle school?</li> <li>● What does a student-led civics project look like in high school?</li> </ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Strengthening civics within social studies instruction	<ul style="list-style-type: none"> <li>● How can/should LEAs strengthen civics within their social studies instruction?</li> </ul>
<input type="checkbox"/> Methods and resources for students to engage in discussion and debate	<ul style="list-style-type: none"> <li>● What methods and resources can LEAs use for students to engage in discussion and debate?</li> </ul>
<input type="checkbox"/> Hands-on instruction on voter registration	<ul style="list-style-type: none"> <li>● What methods and resources can LEAs use to engage in hands-on instruction on voter registration?</li> </ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in Middle School	<ul style="list-style-type: none"> <li>● How might LEAs select middle school students for recognition of civic readiness?</li> <li>● What are criteria for middle school students to be considered for recognition?</li> </ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in High School	<ul style="list-style-type: none"> <li>● How might LEAs select high school students for recognition of civic readiness?</li> <li>● What are criteria for high school students to be considered for recognition?</li> </ul>

# Roles and Responsibilities

- **Task Force Members**

- Leverage your experience as collaborators and partners
- Generate recommendations to the Commissioner

- **RIDE**

- Manage logistics of sessions
- Communication/outreach regarding task force
- Facilitation support
- Synthesize recommendations coming from task force
- Present task force recommendations to the Commissioner

- **R2CC**

- Facilitate sessions
- Co-planning with RIDE staff

# Group Agreements

- Remember the empty chair (why the work and impact)
- Leave egos at the door - focus on the students
- Step up/Step back (manage your airtime)
- Ask clarifying questions
- Don't yuck my yum (recognize our differences)
- Thoughtful and respectful listeners
- Stay Curious - ask each other questions
- Allow equitable conversation time
- Impact vs. Intent
- All questions are valid
- What's said here stays here; what's learned here leaves here
- Stay Engaged
- Be willing to embrace Discomfort
- Speak Your Truth
- Expect and accept non-closure

# Draft Civic Ready Definition

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A civic ready student has a strong knowledge of history, democratic processes, citizens' rights and responsibilities, critical thinking and problem-solving skills, and is empowered to actively advocate and participate in their community. They value diverse opinions leading to a culturally diverse and informed community.

# By the end of grade 4, students will understand:

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- how rules and laws play out at home, at school, their communities, and in local state governments
- who makes rules and laws and who has power in these contexts
- how people have advocated for change through time
- how they can participate and act as responsible citizens in these contexts

In addition, they gain a big-picture overview of cultures and communities around the world and in different regions of the United States to begin to understand the context of their place in the world and what it means to be a global citizen.

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# By the end of grade 8, students will understand:

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- the foundations of the United States government and the three branches of government
- how people through time have participated in local, state, federal, and tribal governments
- how people through time have pressed for change and advocated for their rights
- the rights and responsibilities afforded to them
- the ways they can participate in their governments

In addition, they receive education in the history of ancient civilizations and governments, including the philosophies and early examples that led to the formation of the United States government. Students will begin applying these foundational skills and knowledge to the real world.

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# By the end of high school, students will:

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- have gained a more nuanced and deeper understanding of the workings of their local, state, and federal governments
- have gained a more nuanced and deeper understanding of societies and governments through time and globally
- know the ways they can participate in their communities and governments
- be able to hone the foundational skills gained and knowledge learned throughout their education and apply them to college, career, and civic life
- have become informed, thoughtful, and active citizens in a culturally diverse democratic society and complex world
- demonstrate proficiency in civic readiness

In addition, in either middle or high school, students will have completed a student-led civics project that demonstrates the knowledge and skills gained at their respective levels.

# Civics Project in RI Legislation

RIGL §16-22-2

(c) Each public school district shall provide not less than one student-led civics project for students during either middle or high school; provided, however, that each such project shall be consistent with the history and social studies standards and frameworks promulgated by the Rhode Island board of education. Civics projects may be individual, small group, or class wide, and designed to promote a student's ability to:

- (1) Reason, make logical arguments, and support claims using valid evidence; and
- (2) Demonstrate an understanding of the connections between federal, state, and local policies, including issues that may impact the student's community.

# Purpose of a Student-Led Civics Project

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- The suggested goals of student-led civics project is to develop civic knowledge, skills, and dispositions as it relates to civic readiness such as
  - strong knowledge of history, democratic processes, citizens' rights and responsibilities
  - skills that encompass the ability to identify, explain, analyze and argue matters relating to civic life, being critical thinkers and problem solvers, and empowered to actively advocate and participate in their community
  - values, virtues, and behaviors, such as respect for others, commitment to equality, and capacity to value diverse opinions leading to a culturally diverse and informed community.

# Student-led Civics Project

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**Task force members will use the following guiding questions to help generate recommendations for the implementation of a student-led civics project:**

- What should characteristics be of a high-quality student-led civics project in RI?
- What should a student-led civics project look like in middle school?
- What should a student-led civics project look like in high school?

# Characteristics of a Student-led Civics Project

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- ❑ Independently review your notetaker to highlight what characteristics you identified through the review of the samples that were shared.
- ❑ Each group will create a table to capture the characteristics.
- ❑ Individually you will review each poster and dot vote for the top five characteristics you would like to see in a student-led project.
- ❑ Whole group discussion.
  - ❑ What rose to the the top?
  - ❑ What is not included in this list that we should include?

# Chart on Poster Paper

What should characteristics be of a high-quality student-led civics project in RI that you would recommend?	What should characteristics be of a high-quality student-led civics project in RI that you would not recommend?